



JOB SATISFACTION AND WORK-INDUCED STRESS AMONG WORKFORCE OF TERTIARY INSTITUTIONS IN DELTA STATE, NIGERIA

Obi, P. C.¹,

Oghounu A. E.²ⁱ

¹Doctoral Student,

Department of Guidance and Counselling,

Delta State University,

Abraka, Nigeria

²Senior Lecturer,

Department of Guidance and Counselling,

Delta State University,

Abraka, Nigeria

Abstract:

This study examined the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State, Nigeria. The study adopted a correlational survey research design. The study was carried out in Delta State. The population comprised 7,744 workforces in tertiary institutions in Delta State. A sample size of 670 workforce of tertiary institutions was drawn from the various tertiary institutions in the state through stratified and proportionate sampling techniques. The instrument used for data collection was a questionnaire. The findings of the study revealed that there is a significant relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State. The study, however, found that there is no significant influence of level of experience and staff category on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State. Based on these findings, it was recommended amongst others, that the management of tertiary institutions in the state should be more responsive to the needs of the workforce in the area of motivation so that they will be satisfied with their jobs.

Keywords: job satisfaction; work-induced stress; tertiary institution; job motivation

ⁱ Correspondence: email obi.pedro@delsu.edu.ng; aeoghounu@delsu.edu.ng

1. Introduction

The strategic position occupied by tertiary institutions all over the world in national development is beyond doubt. Their contributions to the social, political, and economic development of a nation cannot be overemphasized. This is why many nations invest heavily in tertiary education. The primary role of tertiary education is the transmission of knowledge, the training of minds, and basic research that could lead to the advancement of knowledge. Tertiary education prepares individuals for the world of work. Manpower needed for national development is trained by higher educational institutions. They are thus the factory house for manpower development.

Tertiary institutions over the years have served as training grounds of high-level manpower development centres for the various sectors of the economy and also engaging in systematic discourse and research venues all aimed at ensuring proper human interaction. It is in line with what Oyekan (2014) suggested, the universities are expected to be agencies saddled with the task of extending the frontiers of knowledge for the overall benefit of society.

At the heart of tertiary institutions is the workforce, made up of academic and non-teaching staff. Academic staff is those charged with the responsibility of academic work which includes lecturing, research, and in most cases community services. They perform the major functions of tertiary institutions. Non-teaching staff, on the other hand, include a variety of staff such as secretaries, clerks, typists, storekeepers, laboratory assistants, and similar others. This category of staff renders support services to assist the academic staff in their job performance. Generally, the functions of academic and non-teaching staff in tertiary institutions include management of students' affairs, planning for university activities, implementing policies and expectations of higher authorities, planning for staff development, trying to cope with allocating scarce educational resources, and providing leadership in all areas of higher education management (Ajayi, 2004). They are also expected to serve on various committees, communicate vital information, keep records and files, and perform other tasks assigned to them by the management.

From the above, it is clear that employees in tertiary institutions perform very important roles, without which, the institutions cannot play the role of high-level manpower development. They are some of the greatest resources in any society, and they play a crucial role in training specialized forces. Ultimately, the result of their efforts is social development and growth in human capital. Imparting specialized knowledge is made possible by higher educational institutions only with the sincere efforts of the staff employed in these higher educational institutions. Passing on specialised knowledge to the student community can happen effectively only when the teaching staff is truly committed to their profession and the non-teaching staff provides the requisite support. Apart from their primary roles, employees in higher institutions, both academic and non-teaching, are expected to be experts in their various subjects, possessing an in-depth knowledge about related fields of specialisation, an embodiment of empathy, with high tolerance level, and a technology savvy, and the list is infinitely big. Having such great

expectations about them from all quarters, they need to (or as society and stakeholders expect a lot from them), fulfil a lot of obligations. Such roles are capable of inducing work-induced stress among the staff.

When a worker's abilities, resources, or needs do not match the requirements of the job, detrimental physical and emotional reactions called "*work-induced stress*" result (Onowhakpor, Abdulkabir & Okojie, 2018). Bewell, Yakubu, Owotunse, and Ojih (2014) defined work-induced stress as a pattern of physiological, emotional, cognitive, and behavioural reactions to some extreme taxing aspects of work content, work organization, and work environment.

Individuals in general are exposed to a variety of stress aside from their work environment, ranging from financial burdens, relationship problems, the death of loved ones, and challenges that bring tension from their home lives. These other sources of stress in addition to work-induced stress worsen their stress level and impact negatively on their work performance. Stress is known to exist in all professions but higher levels have been observed among the workforce of tertiary institutions.

Given that employers of labor do not follow the international labor organizations' protocol, which states that employers of labor should implement a stress management policy that will not only increase the effectiveness and productivity of their organization but will also boost their employees' morale at work and make them healthier, work-induced stress is a real issue that organizations and its workers have been dealing with for some time. It is likely to produce employee absenteeism, intention to quit, interpersonal difficulties, and poor performance in an organization (Ashton, 2017). Kaur (2011) posits that work-induced stress reduces the quality of life and the overall mental and physical well-being of employees, and leads to unpleasant emotions such as depression and anxiety which impair employees' ability to function at work or cope with daily life. Additionally, illness, muscle tension, and ache, tightness in the chest, high blood pressure, heart issues, snapping and arguing with others, aggressive or hostile behavior, blaming others or the administration for tension, absenteeism, and high staff job turnover are all symptoms of work-related stress (Ella, et al., 2016).

Various factors have been suggested to be responsible for work-induced stress among tertiary institutions workers. These include career development, students, management interpersonal relationship, and source of research funding; "publish or perish" syndrome, examination, collation of results and job security; workload, home interface, role ambiguity, and pressure; as well as the significant influence of strike and school interruption, delay and irregular payment of salary, preparation of examination results, high cost of living, office accommodation, heavy workload, poorly remuneration, and annual leave on work-induced stress. Areas that have often been neglected in the literature is the role of job satisfaction.

Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. It is more of an attitude, in an internal state; it could be associated with a personal feeling of achievement, either quantitative or qualitative. The level of job satisfaction is affected by a wide range of variables relating to an individual

(i.e. personality, educational level attained, intelligence and abilities, age, marital status, and orientation to work); social factors (i.e. relationship with co-workers, group working and norms and opportunity for interaction); cultural factors (i.e. attitudes, beliefs and values); organizational factors (i.e. nature and size, formal structure, personnel policies and procedures, employee relations, nature of the work, supervision, and styles of leadership, management systems, and working conditions); and environmental factors (i.e. economic, social, technical and governmental influences).

Apart from the influence of job satisfaction, there are other demographic factors that may affect the way stress affects workers in tertiary institutions. Such demographic factors include years of working experience and staff position. Jeyaraj (2013) found an association between the years of experience and the level of stress of teachers. The result revealed that the majority of employees who had above 15 years of experience had moderately to high-stress levels.

Another variable of interest in this study was the influence of job position on work-induced stress among tertiary institution workers. Job position was found to be a key factor that mediates the experience of stress in tertiary institutions. However, Akinmayowa and Kadiri (2014) found no statistically significant difference in the level of stress among academic staff with respect to academic rank after looking into factors related to stress among academic staff in a Nigerian university.

The above discussion has shown that it is quite glaring that workers in tertiary institutions are battling with work-induced stress at various levels due to factors such as: excess workload, inadequate facilities, concerns about interpersonal relations, career progress requirements, and organisational climate. This work-induced stress could affect their job effectiveness in terms of teaching, publication, and community service. When considering the demand for compensation for excessive workload and the NUC's minimum benchmark staffing regulations, it is clear that the burden of teaching and non-teaching staff at tertiary institutions exceeds the minimal academic norm for staff-student ratios that was authorized in 2005. Again, it is common knowledge that office space, lecture rooms, and hostel accommodations are seriously inadequate in these tertiary institutions. Research is crucial to the career development of every academic staff. This goal NUC expects institutions to attain through their staff development programmes. Currently, the situation is that most workers finance their staff development programmes by themselves either wholly or partly, while the stakes for promotion are hiked higher and higher regularly by management. The constant face-off between the various unions in the tertiary institutions and the government has bred organizational uncertainties. These issues all predispose staff to high levels of work-induced stress which may affect job effectiveness. In line with this background, this study is aimed at finding a relationship between job satisfaction and work-induced stress among the workforce in tertiary institutions in Delta State.

2. Research Questions

The following research questions guided the study:

- 1) What is the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State?
- 2) What is the influence of the level of experience on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State?
- 3) What is the influence of staff category on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State?

2.1 Hypotheses

The following hypotheses were tested at 0.05 alpha level:

- 1) There is no significant relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State.
- 2) There is no significant influence of the level of experience on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State.
- 3) There is no significant influence of staff position on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State.

3. Theoretical Framework of the Study

The person-environment (P-E) fit hypothesis served as the foundation for this investigation. French, Rodgers, and Cobb created the P-E fit theory in 1974. According to Cooper, Deweand O'Driscoll (as cited in Akinmayowa & Kadiri, 2014), the P-E fit theory is founded on the idea that stress isn't caused by an individual or their work environment separately, but rather by the interactions between environmental stressors, how an individual sees their situation at work, and their subjective reactions. They contend that when a person feels uncomfortable or out of place in the workplace, that person will assess the situation to be stressful. Cable and DeRue (2002) operationalized P-E fit theory as a three-factor model, comprising person-organization fit (P-O fit), need-supplies fit (N-S fit), and demands-abilities fit (D-A fit). According to them, when employees experience P-O fit, they feel attached to the organization's mission put organizational benefits above personal benefits, and find it difficult to leave the organization. N-S fit denotes the correspondence between job rewards and the services provided by the employee while D-A fit refers to the similarity between job demands and the possessed abilities of employees (Cable & DeRue, 2002).

The above theory is related to the present study because, if work performance is important to the person, then frequent interpersonal contact may be viewed as a

substantial interference that reduces the ability of the person to achieve what he/she desires. On the other hand, if individuals are not concerned about how well they perform at work, frequent non-work-related social interaction with work colleagues may not be considered a distraction and, hence, will not increase strain. Increased psychological strain and poor psychosocial well-being are two significant effects of mismatch in the workplace, as we have already mentioned. The research has also noted additional possible effects, such as increased intent to leave the company, a decreased commitment to the firm, and work discontent. It is also clear that the idea of P-E fit applies to a variety of contexts, including activities outside of work.

Numerous studies have confirmed that misfit (mainly in respect of needs–supplies, but also in terms of demands–abilities) can have serious consequences for worker well-being. A good illustration of this relationship comes from a fairly recent study by Yang, Hongsheng, and Spector (2008).

4. Methods

This study is a correlational study that adopted the correlational research design. The population of the study comprised 7,744 workforces in tertiary institutions in Delta State. The sample comprised 670, made up of 328 academic staff (representing 16% of the entire population) and 342 non-teaching staff (representing 6% of the entire population) of tertiary institutions in Delta State. The workforces were selected from public institutions in Delta State through stratified and proportionate sampling techniques. The stratified sampling technique was used to categorise the staff into academic and non-teaching staff. Then, the proportionate sampling technique was used to select the staff from across all the tertiary institutions in the state. For instance, 16% of all academic staff and 6% of all non-teaching staff were selected from each of the selected institutions.

A questionnaire was used for data collection in this study. It contains 2 sections. Section A contained the demographic data of the respondents such as staff category, years of working experience, and position. Section B contained two clusters that elicited information from the respondents as Job Satisfaction Rating Scale (JSRS) and Work-Induced Stress Rating Scale (WISRS). All the scales contain a total of 80 items. The JSRS was adopted from the Minnesota Job Satisfaction scale that was developed by Weiss et al. (1967). It contains 20 items structured on a 4-point scale, ranging from 1 for strongly disagree to 4 for strongly agree. The WISRS was adapted from Peretomode (2012). It contains 22 items, that are designed to measure the organisational pressure of non-teaching staff. Items on the organisational pressure scales were structured on a 4-point scale, ranging from 1 for strongly disagree to 4 for strongly agree.

The face validity of the instruments was established by three experts in Guidance and Counselling Department. These experts assessed the instruments for appropriateness and suitability to the objective of the study, and their suggestions were effected. The content and construct validities of the instrument were done using factor analysis. The instrument was administered to 50 staff of tertiary institutions in Edo State

and the data obtained were subjected to factor analysis. The principal component analysis of the extraction method was used to estimate the content validity of the instrument. It yielded the following values 62.819 for Job Satisfaction Rating Scale; and 81.459 for Work-Induced Stress Rating Scale. In order to estimate the construct validity of the instruments, the rotated factor loading using the varimax method was done, which yielded the following values: .522-.837 for Job Satisfaction Rating Scale; and .563-.984 for Work-Induced Stress Rating Scale. In order to establish the reliability of the instruments, the data generated from the pilot testing were analysed with Cronbach Alpha Reliability Coefficient in order to determine whether the instruments have internal consistency. The coefficient obtained include .866 for Job Satisfaction Rating Scale; and .766 for Work-Induced Stress Rating Scale.

The questionnaire was administered to the respondents directly by the researcher with the help of two research assistants. The researcher was on the ground throughout the period. The questionnaire was retrieved immediately. The data obtained were analysed with regression statistics at 0.05 alpha level.

5. Results

Research Question 1: What is the relationship between Job Satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State?

Hypothesis 1: There is no significant relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State.

Table 1: Regression analysis of the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State

| Model | Sum of Square | df | Mean Square | F | Sig |
|-----------------------|----------------------------|------------|--------------------------|---------|-------------------|
| Regression | 76756.471 | 1 | 76756.471 | 743.950 | .000 ^b |
| Residual | 68920.401 | 668 | 103.174 | | |
| Total | 145676.872 | 669 | | | |
| Variables in Equation | | | | | |
| Model | Unstandardized Coefficient | | Standardised Coefficient | t | Sig |
| | B | Std. Error | Beta | | |
| Constant | 26.190 | 1.931 | .726 | 13.565 | .000 |
| Job Satisfaction | 1.037 | .038 | | 27.275 | .000 |

$\alpha = 0.05$, $R = 0.726$, $R\text{-Square} = 0.527$

a. **Dependent Variable:** Work-Related Stress

b. **Predictors (Constant):** Job satisfaction

Table 1 shows a regression analysis of the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State. The result shows that $F(1, 669) = 743.950$, $p < 0.05$ alpha level. Because the p-value is less than 0.05 alpha level, the null hypothesis is therefore rejected. This implies that there is a significant relationship between job satisfaction and work-related stress in the workforce of tertiary

institutions. The beta value of 0.73 showed that job satisfaction accounted for 53% of the variance in work-related stress among the workforce of tertiary institutions.

Research Question 2: What is the influence of the level of experience on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State?

Hypothesis 2: There is no significant influence of level of experience on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State.

Table 2: Regression analysis of the influence of the level of experience on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State

| Coefficient | | | | |
|---------------------|---------|-------|---------|---------|
| Variable | Model 1 | | Model 2 | |
| | B | B | B | β |
| Constant | 2.733 | | 3.965 | |
| Job Satisfaction | 0.165 | 0.116 | 0.161 | 0.113 |
| Level of Experience | | | -0.619 | -0.020 |
| Model Summary | | | | |
| R^2 | 0.675 | | 0.676 | |
| F | 693.769 | | 462.680 | |
| ΔR^2 | 0.675 | | 0.000 | |
| ΔF | 693.769 | | 0.839 | |
| Sig. F-Change | 0.000 | | 0.360* | |

$n = 670$; * $p > 0.05$

Table 2 shows the result of a hierarchical multiple regression analysis, which was conducted to determine the influence of level of experience on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State. The result shows a statistically significant relationship between job satisfaction and work-induced stress, $R^2 = 0.675$, $F(2, 667) = 693.769$, $p < 0.05$ (Model 1). The addition of the level of experience to the prediction of work-induced stress however led to a non-statistically significant relationship between job satisfaction and work-induced stress, $\Delta R^2 = 0.000$, $F(3, 666) = 0.839$, $p > 0.05$ (Model 2). Because of the p-value for the sig. F-change is greater than 0.05 alpha level, the null hypothesis is, therefore, accepted. This means that there is no significant influence of the level of experience on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State.

Research Question 3: What is the influence of staff category on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State?

Hypothesis 3: There is no significant influence of staff category on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State.

Table 3: Regression analysis of the influence of staff category on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State

| Coefficient | | | | |
|------------------|---------|-------|---------|---------|
| Variable | Model 1 | | Model 2 | |
| | B | B | B | β |
| Constant | 2.733 | | 3.988 | |
| Job Satisfaction | 0.165 | 0.116 | 0.157 | 0.110 |
| Staff Category | | | -0.714 | -0.024 |
| Model Summary | | | | |
| R ² | 0.675 | | 0.676 | |
| F | 693.769 | | 462.967 | |
| ΔR^2 | 0.675 | | 0.001 | |
| ΔF | 693.769 | | 1.118 | |
| Sig. F-Change | 0.000 | | 0.291* | |

n = 670; **p*>0.05

Table 3 shows the result of a hierarchical multiple regression analysis, which was conducted to determine the influence of staff category on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State. The result shows a statistically significant relationship between job satisfaction and work-induced stress, $R^2 = 0.676$, $F(2, 667) = 693.769$, $p < 0.05$ (Model 1). The addition of staff category to the prediction of work-induced stress however led to a non-statistically significant relationship between job satisfaction and work-induced stress, $\Delta R^2 = 0.001$, $F(3, 666) = 1.118$, $p > 0.05$ (Model 2). Because of the p-value for the sig. F-change is greater than 0.05 alpha level, the null hypothesis is, therefore, accepted. This means that there is no significant influence of staff category on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State.

6. Discussion

The first finding revealed that there is a significant relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State. This means that job satisfaction can influence work-induced stress among the workforce in tertiary institutions. As individuals' level of job satisfaction decreases, there is every likelihood for them to see every task as being stressful. The less the level of job satisfaction the higher the level of work-related stress. If they are not satisfied, they may not be committed to delivering the best to achieve the target in their jobs and may find most tasks assigned to them by their superiors as stressful for them. This finding is in line with the finding of Usman et al. (2011), which showed that employees' job satisfaction can influence their level of work-induced stress and overall performance in their work.

The results of the current study are in line with those of Hoboubi, et al. (2017), who found a link between low job satisfaction and high levels of work stress. In this research, job satisfaction was seen as a consequence of work-related stress rather than necessarily as a predictor of work-related stress, which may not always be the case as there are instances in which low levels of job satisfaction may contribute to work-related stress. Employees that are happy in their jobs may be less stressed. Stress can be controlled by satisfaction.

The second finding indicated that there is no significant association between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State, regardless of experience level. According to this finding, employment experience does not determine how job satisfaction will affect how much stress employees experience at work. The possible reason for this finding is that all employees irrespective of their years of experience, are exposed to the same organisational climate, which may stimulate similar responses. For instance, it does not matter how long one has been on the job, he or she will still be treated the same way other employees are treated by the management of the institutions.

The results are in line with those of Mutawa, et al. (2014), who found that there was no discernible variation in the stress levels of lecturers based on experience. The results concur with those of Akinmayowa and Kadiri (2014), who reported no discernible variation in academic staff members' levels of stress according to their prior teaching experience. The result does not agree with some studies, though. For instance, Nawaz and Muhammad (2016) discovered a favorable correlation between workers' years of experience and work-induced stress. According to Jeyaraj (2013), one's behavior can be affected by the type of family they were raised in as well as their experience level as a teacher.

The third finding revealed that there is no significant influence of staff category on the relationship between job satisfaction and work-induced stress among the workforce of tertiary institutions in Delta State. This finding implies that the staff category cannot determine the influence of job satisfaction on work-induced stress among employees in an organisation. The finding further showed that no matter the category of an employee, be it teaching or non-teaching staff, the relationship between job satisfaction and work-induced stress remains the same. The possible reason is that as teaching staff is facing various levels of stress on their job of teaching, research, and community development, non-teaching staff are also facing various levels of stress on their job of providing support to teaching staff. So how people respond to the stimulating effect of job satisfaction is not based on the category of their jobs.

This finding appears to be at odds with the outcome of earlier research. In Anambra State's tertiary institutions, for instance, Akuezuilo (2019) examined the stress levels of moms who teach versus mothers who do not teach. The results showed that working mothers who were teachers and working mothers who were not teachers in tertiary institutions in Anambra State experienced significantly different levels of stress. Stress brought on by employment was studied by Winefield and Jarrett (2001) on

university staff. Their research showed a substantial difference in the amount of work-related stress that teaching staff and non-teaching employees experienced, with teaching staff reporting higher levels of stress than non-teaching staff. The possible reason why this finding disagrees with previous studies may be due to differences in location. For instance, while the study of Akuezuilo (2019) is in Anambra, the present study was carried out in Delta State, with cultural differences. Moreover, the study of Akuezuilo focuses only on mothers while the present study studied both male and female staff, irrespective of their marital status or whether they have children or not. Such variability may impact the finding of both studies.

6. Conclusion and Recommendations

Based on the study's findings, it can be said that job satisfaction among employees at tertiary institutions is a contributing component of work-related stress. The potential impact of job satisfaction on workplace stress is not moderated by a worker's category or years of employment.

Arising from the findings of this study, the following recommendations are made:

- 1) Management of tertiary institutions in the state should be more responsive to the needs of the workforce in the area of motivation, so that they will be satisfied with their jobs;
- 2) Counselling centres in tertiary institutions should not concentrate only on students but also extend counselling services to staff
- 3) Management should update knowledge about leadership in institutions of higher learning

Conflict of Interest Statement

The authors have no conflicts of interest.

About the Authors

Obi, P. C. is an M.Ed. student at the Department of Guidance and Counselling, Delta State University, Abraka, Nigeria.

Oghounu A. E. is a senior lecturer at the Department of Guidance and Counselling, Delta State University, Abraka, Nigeria. His area of specialization is community counselling, industrial counselling and personality adjustment.

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